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ABSTRACT

This guide describes the background of the Texas Assessment of Basic Skills (TABS) program, objectives, and tests. It is designed to assist school personnel in reading and comprehending the student information contained in student performance data included in TABS reports. TABS is a criterion-referenced measure for assessment of student achievement in mathematics, reading, and writing. The instrument measures minimum competencies which should be mastered by all students in grades 3, 5, and 9-12 (exit level). The guide includes a sample student report form, summary report, demographic summary, and other summaries generated by TABS data. The written composition generic scoring guide is also included. (DWH)

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INTERPRETING ASSESSMENT REPORTS—

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TEXAS ASSESSMENT OF BASIC SKILLS 1984

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Purpose

This guide contains information of a general nature about the background of the Texas Assessment of Basic Skills (TABS) program, TABS objectives and tests (including scoring criteria), and examples of the standard forms used to report student test results. The primary purpose of the guide is to assist school personnel in reading and understanding the student performance information contained in the TABS reports and in making "appropriate interpretations" of the data as required by Section 16.176 of the Texas Education Code.

TABS Background

The Texas Assessment of Basic Skills is an annual assessment of student achievement in mathematics, reading, and writing. The assessment of basic skills was mandated in 1979 when the 66th Texas Legislature passed Senate Bill 350 which amended Section 16.176 of the Texas Education Code (TEC) to require annual testing of all students in Grades 3, 5, and 9. The Texas Education Agency was directed to adopt and administer appropriate criterion-referenced assessment instruments. The TABS tests were developed specifically for Texas public schools and are reviewed, revised, and renewed annually by groups of Texas educators.

House Bill 723, passed by the 68th Legislature in 1983, which is now incorporated into Section 16.176 of the TEC, further requires that students who fail to demonstrate mastery of the exit level competencies in the ninth grade "shall retake the assessment instrument each year the assessment instrument is administered." Students with a physical or mental impairment or a learning disability may be exempted from taking the tests.

The numbers of students tested for the TABS program since it was initiated in 1980 are as indicated:

	1980	1981	1982	1983	1984
Grade 3	Not Tested	223,007	221,652	220,987	
Grade 5	214,919	224,910	236,764	227,526	
Grade 9	218,601	207,816	209,154	217,508	
Grade 10	Not Tested	73,270	53,095	54,715	
Grade 11	Not Tested	Not Tested	26,955	25,236	
Grade 12	Not Tested	Not Tested	Not Tested	15,508	
Totals	433,520	729,003	747,620	761,480	788,000*

*The total figure for 1984 is estimated.

Criterion-Referenced Tests

Criterion-referenced test (CRT) is a measurement instrument that relates test items to specific learning objectives or levels of proficiency in skills which students are expected to have mastered. A student's performance on each objective is measured. Since CRT's measure specific objectives, they are useful in instructional planning. Areas of high and low student performance are easily identifiable, and remedial programs focusing on areas of weakness can be devised. A CRT is not designed to compare students with each other or with a selected "norm" group, as is the case with norm-referenced tests.

The TABS Tests

For all three levels—Grade 3, Grade 5, and exit level—the TABS instruments measure three curriculum areas: mathematics, reading, and writing, including composition. The tests measure minimum competencies expected to be mastered by virtually all students.

The exit level tests are administered to ninth graders, as specified in the Texas Education Code, so that students may have three additional years to correct achievement deficiencies. The law provides that all ninth grade students not demonstrating mastery of minimum exit level competencies "... shall retake the assessment instrument each year the assessment instrument is administered."

Mathematics Objectives

At all three levels, students are tested on mathematics objectives that have been identified as essential for all students. Each objective is measured with four multiple-choice items.

Mathematics objectives measured each year on the TABS tests are:

Grade 3

1. Read and write four-digit whole numbers (word or numerical form)
2. Arrange a group of three whole numbers from the greatest to least and least to greatest (up to three digits)
3. Find the sum of one-, two-, or three-digit numbers, with two or three addends, with or without regrouping
4. Subtract numbers having as many as three digits, with or without regrouping
5. Solve word problems involving addition or subtraction of whole numbers

6. Complete a number pattern involving multiples of two, three, four, five, and ten
7. Find the product of two one-digit numbers with one factor less than six
8. Use pictorial models to identify halves, thirds, or fourths
9. State the value (up to $5.00) of a given set of coins and bills
10. Select the unit of measurement needed to determine weight/mass, liquid volume, length, and time

Grade 5

1. Identify by name geometric terms and figures
2. Demonstrate the ability to interpret place value
3. Add a column of numbers where regrouping is required
4. Perform subtraction using whole numbers with regrouping
5. Multiply a whole number less than 1,000 by a whole number less than 100 where regrouping is necessary
6. Find a quotient with or without remainders
7. Solve word problems involving addition and/or subtraction using whole numbers and/or decimals involving money
8. Solve word problems involving multiplication and division of whole numbers
9. Select the unit of measurement to determine weight/mass, liquid volume, length, temperature, and time
10. Read and interpret mathematical information displayed on graphs
11. Use pictorial models to identify equivalent fractional parts of objects or sets of objects
12. Arrange a group of whole numbers from largest to smallest or from smallest to largest

Exit Level

1. Add and subtract whole numbers where regrouping is required
2. Multiply and divide whole numbers
3. Solve problems using the basic operations
4. Add, subtract, and multiply fractions and mixed numbers
5. Add or subtract, multiply, and divide decimal fractions
6. Solve problems involving income, banking, cost comparisons, and taxes
7. Determine total dollar amounts and/or correct change from a specified amount
8. Use the basic operations to solve problems involving measures
9. Solve problems involving ratios, proportions, and percents

10. Use maps to determine approximate distances or locations
11. Read and interpret mathematical information from a chart or graph

Reading Objectives

The measurement instruments for reading at all three levels include multiple-choice items testing objectives deemed to be essential for all students. Each objective is measured by four test items. Some items are based on reading selections, others are not.

Reading objectives measured by the TABS tests are:

Grade 3

1. Identify the main idea
2. Comprehend accurately the details in a reading selection
3. Arrange a list of events in sequential order
4. Follow a set of written directions
5. Recognize words through phonic analysis
6. Use context clues
7. Use word structure to identify words
8. Recognize words by sight

Grade 5

1. Identify the main idea
2. Recall specific facts and details
3. Arrange a list of events in sequential order
4. Distinguish between fact and non-fact (opinion)
5. Draw logical conclusions
6. Predict probable future actions or outcomes
7. Use context to understand the meaning of words
8. Use an index to locate information
9. Use maps and charts, graphs and schedules to get information
10. Follow a set of written directions
11. Explain and relate to the feelings and emotions of characters

Exit Level

1. Identify the main idea
2. Arrange a list of events in sequence
3. Perceive cause-and-effect relationships
4. Evaluate and make judgments on the basis of information given
5. Distinguish between fact and non-fact

6. Make inferences and draw logical conclusions
7. Arrive at a generalization from a given series of details and/or assumptions
8. Follow written directions involving subordinate steps
9. Use the various parts of a book as aids in locating information (e.g., title page, table of contents, preface, and index)
10. Use various sources as aids in locating information (e.g., dictionary, telephone book, encyclopedia, and newspaper)
11. Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, and transportation schedules)

Writing Objectives

The writing test for each of the three levels consists of multiple-choice items and a written composition.

Each of the following objectives is measured with four multiple-choice items:

Grade 3

1. Demonstrate the correct spelling of commonly used words
2. Demonstrate knowledge of standard punctuation
3. Demonstrate knowledge of standard uses of capitalization
4. Demonstrate knowledge of correct English usage
5. Demonstrate the ability to control sentence structure

Objectives measured by the written composition are:

6. Organize ideas in writing
7. Respond appropriately to the topic specified in the stimulus
8. Use legible handwriting for effective communication

Each of the following objectives is measured with four multiple-choice items:

Grade 5 and Exit Level

1. Demonstrate the correct spelling of commonly used words
2. Demonstrate knowledge of standard punctuation
3. Demonstrate knowledge of standard uses of capitalization
4. Demonstrate knowledge of correct English usage
5. Demonstrate the ability to control sentence structure
6. Demonstrate the ability to complete commonly used forms

Objectives measured by the written composition are:

7. Organize ideas in writing
8. Respond appropriately to purpose and audience in a given writing situation
9. Use legible handwriting for effective communication

Measuring Writing Skills

There are two parts to the writing test. The first part is composed of multiple-choice items that test the components of writing. Responses to these items provide one measure of the student's competence in judging correctness in the writing of others—correctness in the mechanics or conventions of writing.

The second part of the test consists of a written composition to assess the student's competence in organizing ideas in writing and responding appropriately to purpose and audience. (Third grade students are not expected to respond to a particular audience.) The student's handwriting is also assessed by the written composition.

The Writing Tasks

Individuals write to accomplish basic aims or purposes that are primarily persuasive, informative, or expressive. A persuasive task requires the writer to present reasons in support of a point of view with the intention of influencing a particular audience. Informative writing calls upon the writer to select facts so that information can be conveyed. In an expressive writing exercise the writer expresses thoughts or feelings about an event or object.

Generally, the three purposes described above do not occur in isolation. For example, a persuasive task might rely on expressive discourse in presenting information to influence an audience. However, one purpose is generally primary with the others subordinate to the main purpose. In the TABS tests, written composition items are designed to focus, as much as possible, on a single purpose clearly stated or implied in the item.

A writer's purpose can be accomplished through three methods or modes of organization: narration, description, and classification. Narrative writing sequences events in a particular order, such as relating a story or listing the steps that might be taken to complete a particular task. In the descriptive mode the writer portrays features and qualities

of an idea or object. Classification calls for the writer to group elements on the basis of their characteristics; these groups or categories may be formed according to various attributes. Common examples of classification include defining or comparing and contrasting objects and events. While each of the three modes can be identified clearly, they do not generally occur in isolation. For example, a narrative may also include description or a description may also classify. For purposes of TABS testing, an attempt is made to cue students to the dominant mode so that they will use that particular method of organization in their responses.

To date the following types of writing have been assessed:

GRADE 3

Year	Purpose	Mode
1980	(Not Tested)	
1981	Expressive	Narrative
1982	Informative	Descriptive
1983	Informative	Descriptive
1984	Informative	Descriptive

GRADE 5

Year	Purpose	Mode
1980	Expressive	Narrative
1981	Persuasive	Descriptive
1982	Informative	Descriptive
1983	Expressive	Narrative
1984	Expressive	Narrative

EXIT LEVEL

Year	Purpose	Mode
1980	Persuasive	Descriptive
1981	Persuasive	Descriptive
1982	Informative	Classificatory
1983	Persuasive	Descriptive
1984	Persuasive	Descriptive

Scoring the Written Composition

A process called focused holistic scoring has been developed to assess the TABS written composition. The scoring system is "holistic" because the total piece of writing is considered; it is "focused" because the writing is evaluated in terms of the specific objectives assessed.

Since the responses are first-draft compositions and writing mechanics are assessed on the objective portion of the test, problems with mechanics are considered only if they are serious enough to interfere with the communication of ideas.

Each composition is scored by trained readers and assigned a score of 0 (low) to 4 (high). A generic scoring guide, describing the characteristics of writing assigned each score point, is printed on the test report folder and in the Appendix of this publication.

Mastery Levels

In each of the three subject areas a mastery level has been set for all objectives measured by multiple-choice items. To master an objective, a student must answer correctly at least three of the four items testing that objective.

In addition, the State Board of Education has established a mastery level for each of the three exit level tests. Section 16.176 of the Texas Education Code specifies:

> All ninth grade students who fail to demonstrate mastery of minimum exit level compentencies shall retake the assessment instrument each year the assessment instrument is administered.

For the reading or mathematics exit level test a student demonstrates mastery of the total test if he/she answers correctly at least 30 of the 44 items appearing on the test. A different method is utilized to compute mastery for the writing test. Because of the importance of the written composition, the score obtained by the student on this exercise is weighted more heavily than the score on the multiple-choice items.

The total score for the exit level writing test is determined in the following manner:

1. The total number of items correct on objectives 1-6 (those measured by multiple-choice items) is divided by 3 and rounded to the nearest whole number to obtain a converted score.

2. The raw score earned on the written composition is multiplied by 4 to obtain a converted score.

3. Both converted scores are added together to obtain the total writing score. To have met the mastery criterion for the writing test, a student must attain a total writing score of at least 13 points. A score of "2" on the written composition represents the minimum level of competency expected to be attained at the exit level of high school. The weighting procedure used insures that a student who does not attain a score of at least "2" on the written composition cannot master the total writing test.

$$\text{Total Writing Score} = \frac{\text{Multiple-Choice Items Correct}}{3} + 4 \text{ Written Composition Raw Score}$$

Reporting TABS Results

Testing for the Texas Assessment of Basic Skills (TABS) is conducted in February of each year and the results reported to school districts not later than April 30. There are two types of TABS reports, standard reports and optional reports. Standard reports are provided automatically to all districts. There is no charge for standard reports. Optional reports may be ordered by school districts that desire to have the TABS results presented in one or more of the several optional formats available. There is a nominal charge which districts are required to pay for each optional report requested.

Standard Reports

Standard reports include individual student performance results and summaries of student performance by subject, grade, campus, and district. The information contained in the standard reports is sufficient to satisfy mandatory TABS reporting requirements and meets the needs of most districts.

The standard reports are:

1. Confidential Student Report
2. Confidential Student Label
3. Campus Summary
4. District Summary
5. Demographic Summary
6. Campus Summary of Limited English Proficiency and Non-Limited English Proficiency Students
7. District Summary of Limited English Proficiency and Non-Limited English Proficiency Students
8. Confidential Exit Level Non-Mastery List
9. Do Not Score Report

The Confidential Student Report—Grade 3, 5, and Exit Level

Confidentiality of Results

Section 16.176 of the Texas Education Code designates that: "The results of individual student performance on assessment instruments administered pursuant to this section are confidential and may be made available only to the student, the student's parent or guardian, and to the school personnel directly involved with the student's educational program."

Reports of Mathematics, Reading, and Multiple-Choice Portion of Writing

A Confidential Student Report is provided for every student who takes one or more of the TABS tests. A sample of an exit level student report is shown in Figure 1. Columns 1, 2, and 3 apply to Grade 3, Grade 5, and exit level reports. In Column 1, each of the objectives tested is listed in its appropriate basic skills area. Column 2 indicates mastery (yes) or non-mastery (-). To master an objective a student must answer correctly at least three of the four test items measuring that objective. Column 3 (items correct) displays the number of items (0-4) answered correctly by the student. If a student answers correctly less than three items for an objective, the student will not have demonstrated mastery of that particular skill on the TABS test.

For the mathematics and reading tests and for the multiple-choice portion of the writing test (objectives 1-6), the total number of objectives mastered and the total number of items correct are also shown.

For the exit level tests only, mastery or non-mastery of each subject area test is shown in Column 4 on the Exit Level Confidential Student Report in the boxes entitled "demonstrated mastery of minimum exit level . . . competencies." If the student is retaking one or more of the exit level tests, the word "retest" will appear below the appropriate box or boxes.

Report for the Written Composition

The section labeled "Written Composition" includes two parts. The first part contains a score assigned to a student's written composition. Each composition is scored independently by two trained readers who assign the paper a score of 0 (low) to 4 (high). If the two scores do not match, the paper is given to a third reader, who also evaluates the response independently. If the third score matches one of the previously assigned scores, this matched score becomes the student's score. If the third score does not match either of the other two, the paper is given to the scoring director for resolution. The previously discussed "focused holistic" method is used in scoring the papers and all scorers are trained to use this process, utilizing a scoring guide which lists criteria for each score point.

The second part contains a description of a student's handwriting as: "acceptable," "hard to read," "illegible," or "not ratable." A student receives a "not ratable" designation if there is no response to the topic or the answer is too brief for the handwriting to be evaluated. (Example: "I don't know.")

TEXAS ASSESSMENT OF BASIC SKILLS

CONFIDENTIAL STUDENT REPORT

STUDENT: ADAMS LAURA D
DISTRICT: 999-001 EXAMPLE ISD
REPORT DATE: MAY 1984

DATE OF BIRTH: 04/19/69
CAMPUS: 001 KENNEDY H S
DATE OF TESTING: FEBRUARY 1984

STUDENT ID:
CLASS GROUP: BOYLE
GRADE: 09-EXIT LEVEL

BASIC SKILLS AREAS	OBJECTIVES	MASTERY	ITEMS CORRECT	
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	YES	3	DEMONSTRATED MASTERY OF MINIMUM EXIT-LEVEL MATHEMATICS COMPETENCIES: NO
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	YES	4	
	3.SOLVE PROBLEMS: +, -, x, +	-	1	
	4.USE FRACTIONS/MIXED NOS: +, -, x	-	2	
	5.USE DECIMALS: +, -, x, +	YES	3	
	6.SOLVE PERSONAL FINANCE PROBLEMS	-	0	
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	YES	3	
	8.USE MEASUREMENT UNITS	YES	3	
	9.USE RATIO/PROPORTION/PERCENT	-	1	
	10.DETERMINE DISTANCE/LOCATION ON MAPS	-	2	
	11.READ, INTERPRET CHARTS/GRAPHS	YES	4	
	TOTAL OBJECTIVES MASTERED:	6	TOTAL ITEMS CORRECT: 26	
READING	1.IDENTIFY MAIN IDEA	-	2	DEMONSTRATED MASTERY OF MINIMUM EXIT-LEVEL READING COMPETENCIES: YES
	2.SEQUENCE EVENTS	-	2	
	3.PERCEIVE CAUSE-EFFECT	YES	3	
	4.EVALUATE INFORMATION	YES	3	
	5.DISTINGUISH FACT, NON-FACT	YES	3	
	6.DRAW CONCLUSIONS	-	2	
	7.MAKE GENERALIZATIONS	YES	3	
	8.FOLLOW WRITTEN DIRECTIONS	YES	4	
	9.USE PARTS OF BOOK	-	2	
	10.USE REFERENCE SKILLS	YES	4	
	11.USE MAPS, CHARTS	-	2	
	TOTAL OBJECTIVES MASTERED:	6	TOTAL ITEMS CORRECT: 30	
WRITING	1.SPELLING	YES	3	DEMONSTRATED MASTERY OF MINIMUM EXIT-LEVEL WRITING COMPETENCIES: YES
	2.PUNCTUATION	YES	3	
	3.CAPITALIZATION	-	2	
	4.CORRECT ENGLISH USAGE	-	1	
	5.SENTENCE STRUCTURE	YES	4	
	6.COMMONLY USED FORMS	YES	3	
	OBJECTIVES 1-6 MASTERED:	4	TOTAL ITEMS CORRECT: 16	
	WRITTEN COMPOSITION	WRITING TEST CONVERTED SCORE:	5	
		WRITTEN COMPOSITION CONVERTED SCORE:	8	
	ORGANIZATION OF IDEAS APPROP. RESPONSE--PURPOSE/AUDIENCE }	RAW SCORE: 2		
	HANDWRITING: ACCEPTABLE	TOTAL WRITING SCORE:	13	

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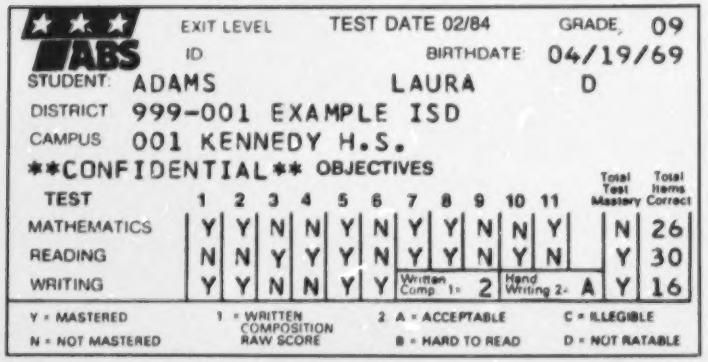
Figure 1

Individual Student Adhesive Label

A gummed label, shown in Figure 2, is provided for every student who takes one or more of the TABS tests. This label should be placed on the individual student's permanent record. Each objective is listed by number. Mastery is indicated by a "Y" and non-mastery by an "N."

The student's raw score on the written composition and his/her handwriting rating are also displayed on the label.

On the exit level reports, mastery or non-mastery of each of the three subject area tests is shown in the box labeled "total test mastery."


TABS

EXIT LEVEL TEST DATE 02/84 GRADE 09

ID BIRTHDATE 04/19/69

STUDENT ADAMS LAURA D

DISTRICT 999-001 EXAMPLE ISD

CAMPUS 001 KENNEDY H.S.

CONFIDENTIAL OBJECTIVES

TEST	1	2	3	4	5	6	7	8	9	10	11	Total Test Mastery	Total Items Correct
MATHEMATICS	Y	Y	N	N	Y	N	Y	Y	N	N	Y	N	26
READING	N	N	Y	Y	Y	N	Y	Y	N	Y	N	Y	30
WRITING	Y	Y	N	N	Y	Y	Written Comp 1= 2			Hand Writing 2= A		Y	16

Y = MASTERED
N = NOT MASTERED

1 = WRITTEN COMPOSITION RAW SCORE

2 A = ACCEPTABLE
B = HARD TO READ
C = ILLEGIBLE
D = NOT RATABLE

Figure 2

The Summary Report

Performance Results

While individual student results must be kept confidential, student performance results are aggregated and reported by campus and district. The summary reports contain two groups of data: (1) aggregations of student performance by campus and district, and (2) aggregations of the demographic information collected. There are three campus reports and three district reports: campus and district reports for all students; campus and district reports for limited English proficiency students; and campus and district reports for non-limited English proficiency students.

As shown in Figure 3, the objectives are listed by basic skills areas in Section 1. The number of students tested in each subject area is recorded below each set of objectives. The number of students tested may vary among the subject areas because of absences, invalidations, and exemptions.

Sections 2 and 3 are labeled "Mastering." Section 2 includes the number of students on the identified campus or district who demonstrated mastery of each objective. Section 3 shows the percent of those tested who mastered each objective. Section 4, entitled "Not Mastering," lists the number of students not mastering the objective.

For the written composition, the percent of students attaining the various raw scores (R.S. points) is shown in Section 5. An explanation of each raw score point (0-4) appears in the Appendix.

In addition, the percent of students attaining each of the handwriting ratings is listed.

In Section 6, found only on the exit level reports, the "Mastering" column includes an aggregation of students who met the mastery criterion for each of the three tests. The "Not Mastering" column contains an aggregation of students who did not meet the mastery criterion for each of the three tests.

Demographic Information

The section of the summary report labeled "Group Characteristics" includes a summary of the demographic information collected on the students tested. Numbers and percents of students are listed for each of the demographic categories. Each percent is that portion of students in each classification based on the total number of students tested. Students exempted, absent, or with invalidated answer sheets for all three tests are not included in the totals for various demographic categories.

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09-EXIT-LEVEL

CAMPUS: 001 KENNEDY H S
DISTRICT: 999-001 EXAMPLE ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	116	97	4
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	111	93	9
	3.SOLVE PROBLEMS: +, -, X, +	91	76	29
	4.USE FRACTIONS/MIXED NOS: +, -, X	92	77	28
	5.USE DECIMALS: +, -, X, +	103	86	17
	6.SOLVE PERSONAL FINANCE PROBLEMS	67	56	53
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	111	93	9
	8.USE MEASUREMENT UNITS	96	80	24
	9.USE RATIO/PROPORTION/PERCENT	58	48	62
	10.DETERMINE DISTANCE/LOCATION ON MAPS	102	85	18
	11.READ, INTERPRET CHARTS/GRAPHS	116	97	4
	STUDENTS TESTED: 120 TOTAL MATHEMATICS:	103	86	17
READING	1.IDENTIFY MAIN IDEA	90	77	27
	2.SEQUENCE EVENTS	99	85	18
	3.PERCEIVE CAUSE-EFFECT	84	72	33
	4.EVALUATE INFORMATION	87	74	30
	5.DISTINGUISH FACT, NON-FACT	78	67	39
	6.DRAW CONCLUSIONS	95	81	22
	7.MAKE GENERALIZATIONS	91	78	26
	8.FOLLOW WRITTEN DIRECTIONS	106	91	11
	9.USE PARTS OF BOOK	76	65	41
	10.USE REFERENCE SKILLS	104	89	13
	11.USE MAPS, CHARTS	95	81	22
	STUDENTS TESTED: 117 TOTAL READING:	95	81	22
WRITING	1.SPELLING	101	87	15
	2.PUNCTUATION	95	82	21
	3.CAPITALIZATION	110	95	6
	4.CORRECT ENGLISH USAGE	89	77	27
	5.SENTENCE STRUCTURE	101	87	15
	6.COMMONLY USED FORMS	103	89	13
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS } APPROP. RESPONSE--PURPOSE/AUDIENCE } % R.S.OF 4: 1 % R.S.OF 3: 12 % R.S.OF 2: 71 % R.S.OF 1: 15 % R.S.OF 0: 2 HANDWRITING % ACCEPTABLE: 96 % HARD TO READ: 3 % ILLEGIBLE: 0 % NOT RATABLE: 2			
	STUDENTS TESTED: 116 TOTAL WRITING:	95	82	21

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	130	
Number Not Tested	10	
The following data are based on NUMBER OF STUDENTS TESTED	NUMBER 120	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	1
Asian or Pacific Islander	0	0
Black	14	12
Hispanic	7	6
White	98	82
FREE/REDUCED PRICE MEAL PROGRAM	14	12
CHAPTER I REGULAR PROGRAM	0	0
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	0	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	1	1
Neither eligible nor participating	119	99
LIMITED ENGLISH PROFICIENCY	2	2
BILINGUAL / ESL PROGRAMS		
Bilingual Program	1	1
English as a Second Language Program	1	1
SPECIAL EDUCATION		
Learning Disability	3	3
Emotionally Disturbed	1	1
Speech Handicapped	0	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	1	1
Non special education students	115	96
STATE GIFTED/TALENTED PROGRAM	0	0

Figure 3

Demographic Summary

The following is a listing of the symbols and descriptors that appear on the Demographic Summary and a brief explanation of how some of the symbols should be interpreted.

Ethnicity

E **Ethnic Group** (mark one)
- I = American Indian or Alaskan Native
- A = Asian or Pacific Islander
- B = Black (not of Hispanic Origin)
- H = Hispanic
- W = White (not of Hispanic Origin)

Program Information

M **Student participates in Free or Reduced Price Meal Program** (mark one)
TEA Rule 19 TAC §85.111
- Y = Yes
- N = No

C **Chapter 1 programs** (mark one)
- Y = Student receives instruction in a Chapter 1 regular program

TEA Rule 19 TAC §89.162
- N = Student does not receive instruction in a Chapter 1 regular program

IP **Chapter 1 Migrant Instructional Program** (mark as many as apply)
TEA Rule 19 TAC §89.165 and §89.331-334
- L = Student receives instruction in a migrant language arts program
- M = Student receives instruction in a migrant mathematics program
- O = Student receives instruction in a migrant oral language development program
- E = Student is eligible but does not receive instruction in a Chapter 1 migrant program

TEA Rule 19 TAC §89.332
- N = Student is neither eligible nor receiving instruction in a Chapter 1 migrant program

L **Limited English Proficiency** (mark one)
- Y = Student is identified as Limited English Proficient 19 TAC Chapter 77, Subchapter R
- N = Student is not identified as Limited English Proficient

NOTE: The limited English proficiency (LEP) status of students shall be that established by the Language Proficiency Assessment Committee (LPAC). All students declared LEP by the LPAC shall be identified as LEP for TABS purposes. All students who have been declared as non-LEP and those who have been released from LEP status by the LPAC shall be identified as non-LEP.

B/E **Bilingual/English as a Second Language (ESL) Program** (mark one)
19 TAC Chapter 77, Subchapter R
- B = Student participates in a full bilingual program
- E = Student receives only English as a second language (ESL) instruction
- N = Student does not participate in either a bilingual program or an English as a second language program

SE **Special Education** (mark as many as apply)
TEA Rule 19 TAC §89.211
- L = Learning disability
- E = Emotionally disturbed
- S = Speech handicapped
- P = Visually handicapped (large print test used)
- B = Visually handicapped (braille test used)
- R = Visually handicapped (regular test used with visual enhancement)
- O = Other (non-visual) handicapping condition
- N = Student not identified as a special education student

NOTE: For visually handicapped students with no additional handicapping condition only P, B, or R should be marked.

G/T **Gifted/Talented Programs** (mark one)
- Y = Student participates in a state-funded exemplary program for gifted/talented students.

19 TAC §89.55
- N = Student does not participate in a state-funded gifted and talented program

07622-003

TEXAS ASSESSMENT OF BASIC SKILLS

DEMOGRAPHIC SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

DISTRICT: 999-001 EXAMPLE ISD

GRADE: 09-EXIT LEVEL

CAMPUS:		STU-DENTS TEST-ED	ETHNIC GROUP					SEX		MEAL PROG		CHAPTER I PROGRAM						LIMITED ENGLISH PROFIC.		BILINGUAL/ ENG. SEC. LANGUAGE			SPEC. EDUCATION PROGRAMS						STATE G/T PROG	
												REGULAR		MIGRANT PROGRAMS																
			I	A	B	H	W	M	F	YES	NO	YES	NO	LANG ART	MATH	OED	ENG NOT PART	NOT ENG	YES	NO	B	E	N	LD	ED	SH	VH	OH	NON SPEC ED	YES	NO
KENNEDY H.S.	#	120	1	0	14	7	98	60	60	14	106	0	0	0	0	0	1	119	2	118	1	3	116	3	1	0	0	1	115	0	0
	%	100	1	0	12	6	82	50	50	12	88	0	0	0	0	0	1	99	2	98	1	3	96	3	1	0	0	1	96	0	0
DISTRICT TOTALS																															
EXAMPLE ISD	#	120	1	0	14	7	98	60	60	14	106	0	0	0	0	0	1	119	2	118	1	3	116	3	1	0	0	1	115	0	0
	%	100	1	0	12	6	82	50	50	12	88	0	0	0	0	0	1	99	2	98	1	3	96	3	1	0	0	1	96	0	0

This is a sample copy of the Demographic Summary Report. This is not a student performance report but a report of the numbers and percentages of students tested according to demographic group and participation in various special school programs. This information about students was provided by the schools at the time of testing. It is aggregated for each campus and district. For each entry on the report (campus and district), the upper row of figures shows the numbers of students tested in each of the specified demographic and program categories. The lower row shows the percentages of students in the various categories.

Figure 4

08448-001

TEXAS ASSESSMENT OF BASIC SKILLS

EXIT LEVEL NON-MASTERY LIST
* * * CONFIDENTIAL * * *

DISTRICT: 999-001 EXAMPLE ISD
CAMPUS: 001 KENNEDY H S

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09-EXIT LEVEL

\- = SUBJECT NOT MASTERED
Y = MASTERY OF SUBJECT
NS = NOT SCORED (ANSWER DOCUMENT MARKED DO NOT SCORE)

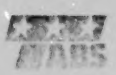
STUDENT NAME			ID	BIRTHDATE	MATHEMATICS	READING	WRITING
ADAMS	LAURA	D		04/19/69	-	Y	Y
BERNARD	MARK	L		10/27/68	-	NS	NS
COLEMAN	DAVID	C		09/11/69	-	-	-
JONES	ALAN			08/16/69	-	-	Y
MARKS	KEITH	E		09/05/69	-	-	-
PEREZ	MARY	A		02/24/69	Y	-	Y
.							
.							
.							
.							
.							
.							
.							
.							
TOTAL STUDENTS							

This is a sample copy of the Exit Level Non-Mastery List. The report is classified confidential because individual student performance is shown. It contains complete student identification information and indicates the mastery and non-mastery status for all three subjects tested for all students who failed to demonstrate mastery on at least one of the tests.

The purpose of this report is to provide schools with a listing of students who will be required to retest during the next testing cycle. The "-" indicates that a student took a particular test and **did not** attain a mastery score. Retesting will be required. The "Y" indicates that a student took a test and **did** attain a mastery score. Retesting in the subject so marked **will not** be required.

The "NS" indicates that a student's answer document was coded "Do Not Score." This particular coding may indicate that the student had previously taken the test and attained a mastery score or it may indicate that the student did not take the test for some other reason. For a student with a subject area test coded "NS," it may be necessary to check his or her school records to find out whether retesting will be required.

Figure 5



TEXAS ASSESSMENT OF BASIC SKILLS

'DO NOT SCORE' REPORT
* * * CONFIDENTIAL * * *

DISTRICT: 999-001 EXAMPLE ISD
CAMPUS: 001 KENNEDY H S

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09-EXIT LEVEL

NS = NOT SCORED (ANSWER DOCUMENT MARKED DO NOT SCORE)
- = SUBJECT AREA SCORED

STUDENT NAME			ID	BIRTHDATE	MATHEMATICS	READING	WRITING
BERNARD	MARK	L		10/27/68	-	NS	NS
SINGLETON	MELANIE	R		12/08/68	-	-	NS
THOMAS	ALICE	E		03/21/69	NS	-	-
ZABACK	BRIAN	D		07/22/69	NS	-	NS

TOTAL STUDENTS LISTED: 4

The report shown in this figure contains a listing of students whose answer documents were coded "Do Not Score" for at least one of the subject area tests. The purpose of the report is to provide schools with a single reference listing of students who did not receive test results for one or more of the mathematics, reading, and writing tests specifically because the students' answer documents were coded "Do Not Score." For example, if a student's Confidential Student Report is received with no results (i.e., blank) for one or more of the subject area tests, the student's name should appear on the "Do Not Score Report" with an "NS" indicated for the subject or subjects which were blank on the Confidential Student Report.

WHEN THE 'DO NOT SCORE' SECTION OF THE STUDENT'S ANSWER DOCUMENT IS MARKED (INADVERTENTLY OR NOT), THE STUDENT'S TEST IS NOT SCORED AND THE STUDENT'S REPORT IS RETURNED BLANK FOR THOSE SUBJECT AREAS GRIDDED.

Figure 6

Optional Reports

Optional reports are similar to standard reports in that they contain primarily summary-type student performance information. However, the information is presented in somewhat different format and, in some instances, in greater detail. For example, one optional report (District Demographic Performance Summary) shows student performance according to a number of demographic characteristics and participation in several special school programs. Another optional report iterates student performance in descriptive fashion rather than simply recording objective mastery and non-mastery data as is the case for the standard Confidential Student Report. Many districts find the optional reports to be useful.

The optional reports include:

1. Campus Rosters
2. District Demographic Performance Summary
3. List of Exit Level Students' Results
4. Report to Parents
5. District Summary of Mastery Chart
6. Subject Area Performance Summary
7. Subject Area Performance Summary for Limited English Proficiency and Non-Limited English Proficiency Students

TEXAS ASSESSMENT OF BASIC SKILLS

CONFIDENTIAL OPTIONAL CAMPUS ROSTER - ALL STUDENTS

TAABS

CAMPUS: 001 KENNEDY H.S.

DISTRICT: 999-001 EXAMPLE ISD

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 09-EXIT LEVEL

MATHEMATICS

STUDENT NAME			ID	DATE OF BIRTH	1. ADD/SUBTRACT WHOLE NUMBERS	2. MULTIPLY/DIVIDE WHOLE NUMBERS	3. SOLVE PROBLEMS: FRACTIONS/MIXED NOS: +, -, X, +	4. USE DECIMALS: +, -, X, +	5. SOLVE PERSONAL FINANCE PROBLEMS: $ AMOUNT/CORRECT CHANGE	6. USE MEASUREMENT UNITS	7. USE RATIO/PROPORTION/PERCENT	8. DETERMINE DIST/LOCATION ON MAPS	9. READ, INTERPRET CHARTS/GRAPHS	10. NUMBER OF OBJECTIVES MASTERED	11. MASTERY OF MATHEMATICS TEST			CBJS	ITEMS	MAST
ADAMS	LAURA	D		04/19/69	YES	YES	-	-	YES	-	YES	YES	-	-	YES			6	24	-
BERNARD	MARK	L		10/27/68	YES	YES	-	-	YES	-	YES	YES	-	-	YES			6	24	-
COLEMAN	DAVID	C		09/10/69	YES	YES	-	-	YES	-	YES	YES	-	-	YES			5	21	-
EDWARDS	SANDIE	A		08/28/69	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES			11	42	YES
GATES	ELLEN	S		12/26/68	YES	YES	YES	-	YES	-	YES	YES	YES	-	YES			8	34	YES
JONES	ALAN			08/16/69	YES	YES	-	-	YES	-	YES	YES	YES	-	YES			6	24	-
MARKS	KEITH	E		09/05/69	YES	-	-	-	-	-	-	-	-	-	YES			4	12	-
RODRIGUEZ	JUANITA	M		05/20/69	YES	YES	YES	YES	-	YES	YES	YES	YES	YES	YES			10	39	YES
. . . . .																				
TOTAL STUDENTS TESTED: 120																				
					- - -

TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL DISTRICT DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 09 - EXIT LEVEL

DISTRICT: 999-001 EXAMPLE ISD

* NO DATA REPORTED FOR LESS THAN 5 STUDENTS

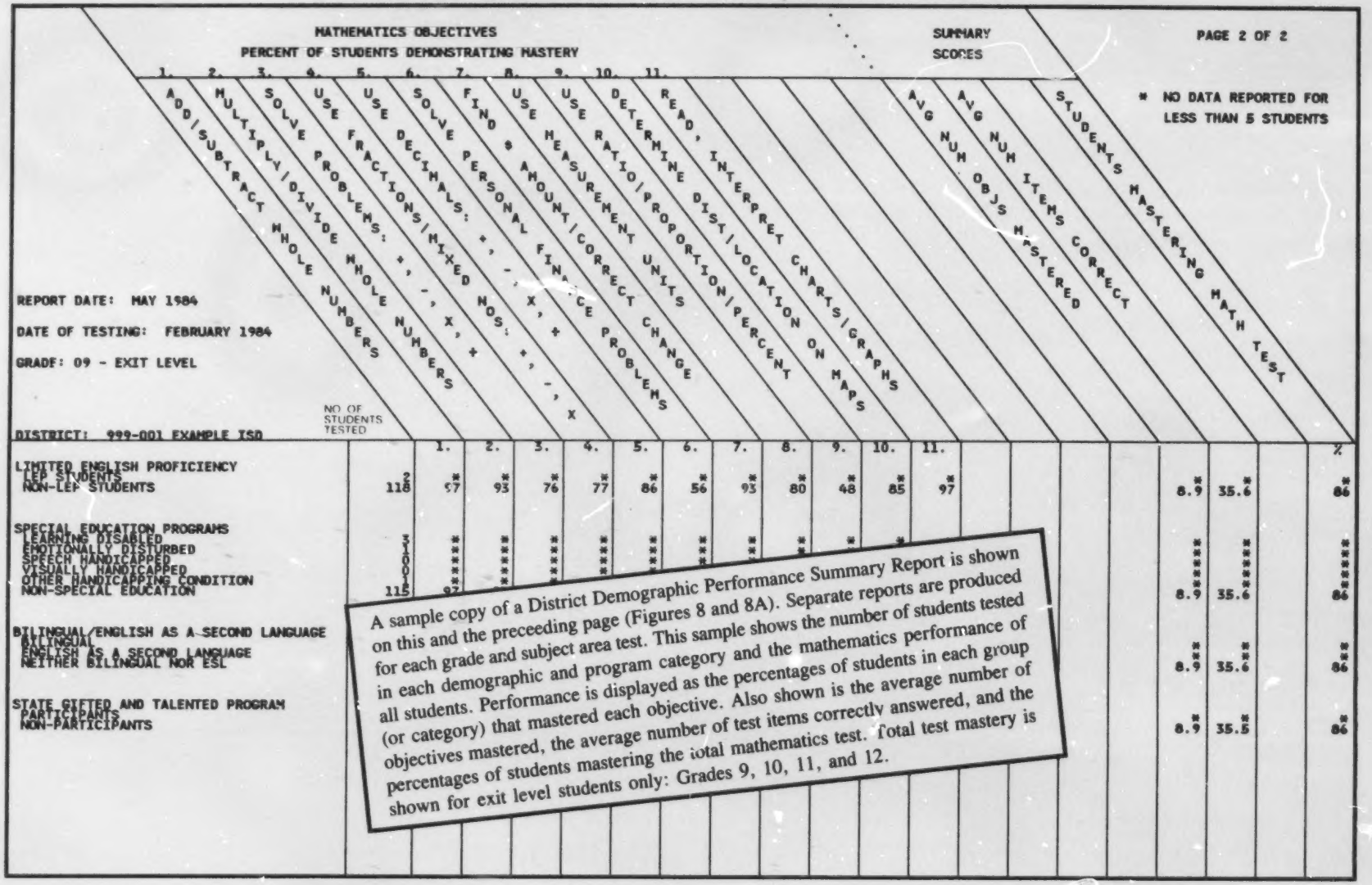
	NO OF STUDENTS TESTED	MATHEMATICS OBJECTIVES PERCENT OF STUDENTS DEMONSTRATING MASTERY 1. ADD/SUBTRACT WHOLE NUMBERS	2. MULTIPLY/DIVIDE WHOLE NUMBERS	3. SOLVE PROBLEMS: +, -, X, +	4. USE FRACTIONS/MIXED NOS: +, -, X	5. USE DECIMALS: +, -, X, +	6. SOLVE PROBLEMS	7. FIND % AMOUNT/CORRECT CHANGE	8. USE PERSONAL FINANCE	9. USE MEASUREMENT UNITS	10. DETERMINE RATIO/PROPORTION/PERCENT	11. READ, INTERPRET DIST/LOCATION ON MAPS	CHARTS/GRAPHS	SUMMARY SCORES AVG NUM OBJS MASTERED	AVG NUM ITEMS CORRECT	STUDENTS MASTERING MATH TEST	%
ALL STUDENTS TESTED	120	97	93	76	77	86	56	93	80	48	85	97		8.9	35.6		86
ETHNIC GROUP																	
AMERICAN INDIAN	1	*	*	*	*	*	*	*	*	*	*	*		*	*		*
ASIAN	0	*	*	*	*	*	*	*	*	*	*	*		*	*		*
BLACK	14	57	43	79	77	87	50	93	80	48	85	93		8.9	35.4		86
HISPANIC	6	78	94	78	78	94	22	93	81	22	85	97		7.0	32.0		67
WHITE	98	95	93	78	77	86	58	92	80	48	86	97		8.8	34.3		86
SEX																	
MALE	40	95	93	75	77	86	56	93	72	46	82	97		8.2	35.1		85
FEMALE	80	97	93	76	78	86	56	93	80	48	86	96		9.0	36.1		86
MEAL PROGRAM																	
PARTICIPANTS	14	57	43	79	77	86	50	93	80	48	85	93		8.9	35.4		86
NON-PARTICIPANTS	106	97	93	76	77	86	58	93	80	48	85	97		8.9	35.6		86
CHAPTER 1 REGULAR PROGRAM																	
PARTICIPANTS	0	*	*	*	*	*	*	*	*	*	*	*		*	*		*
NON-PARTICIPANTS	0	*	*	*	*	*	*	*	*	*	*	*		*	*		*
CHAPTER 1 MIGRANT PROGRAMS																	
LANGUAGE ARTS	0	*	*	*	*	*	*	*	*	*	*	*		*	*		*
MATHEMATICS	0	*	*	*	*	*	*	*	*	*	*	*		*	*		*
ORAL LANGUAGE DEVELOPMENT	0	*	*	*	*	*	*	*	*	*	*	*		*	*		*
ELIGIBLE BUT NOT PARTICIPATING	1	*	*	*	*	*	*	*	*	*	*	*		*	*		*
NOT ELIGIBLE	119	97	93	76	77	86	56	93	80	48	85	97		8.9	35.6		86

Figure 8

TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL DISTRICT DEMOGRAPHIC PERFORMANCE SUMMARY

09156-001


MATHEMATICS OBJECTIVES
PERCENT OF STUDENTS DEMONSTRATING MASTERY
SUMMARY SCORES
PAGE 2 OF 2
* NO DATA REPORTED FOR LESS THAN 5 STUDENTS
1. ADD/SUBTRACT WHOLE NUMBERS
2. MULTIPLY/DIVIDE WHOLE NUMBERS
3. SOLVE PROBLEMS: +, -, X, +
4. USE FRACTIONS/MIXED NOS: +, -, X, +
5. USE DECIMALS: +, -, X, +
6. SOLVE PERSONAL FINANCE PROBLEMS
7. FIND $ AMOUNT/CORRECT CHANGE
8. USE MEASUREMENT UNITS
9. USE RATIO/PROPORTION/PERCENT
10. DETERMINE DIST/LOCATION ON MAPS
11. READ, INTERPRET CHARTS/GRAPHS
AVG NUM OBJS MASTERED
AVG NUM ITEMS CORRECT
STUDENTS MASTERING MATH TEST
REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09 - EXIT LEVEL
DISTRICT: 999-001 EXAMPLE ISD
NO OF STUDENTS TESTED
LIMITED ENGLISH PROFICIENCY
LEP STUDENTS 2 * * * * * * * * * * * * * * * *
NON-LEP STUDENTS 118 97 93 76 77 86 56 93 80 48 85 97 8.9 35.6 86
SPECIAL EDUCATION PROGRAMS
LEARNING DISABLED 3 * * * * * * * * * * * * * * * *
EMOTIONALLY DISTURBED 1 * * * * * * * * * * * * * * * *
SPEECH HANDICAPPED 0 * * * * * * * * * * * * * * * *
VISUALLY HANDICAPPED 0 * * * * * * * * * * * * * * * *
OTHER HANDICAPPING CONDITION 1 * * * * * * * * * * * * * * * *
NON-SPECIAL EDUCATION 115 97 93 76 77 86 56 93 80 48 85 97 8.9 35.6 86
BILINGUAL/ENGLISH AS A SECOND LANGUAGE
BILINGUAL 1 * * * * * * * * * * * * * * * *
ENGLISH AS A SECOND LANGUAGE 1 * * * * * * * * * * * * * * * *
NEITHER BILINGUAL NOR ESL 116 97 93 76 77 86 56 93 80 48 85 97 8.9 35.6 86
STATE GIFTED AND TALENTED PROGRAM
PARTICIPANTS 1 * * * * * * * * * * * * * * * *
NON-PARTICIPANTS 116 97 93 76 77 86 56 93 80 48 85 97 8.9 35.6 86

A sample copy of a District Demographic Performance Summary Report is shown on this and the preceeding page (Figures 8 and 8A). Separate reports are produced for each grade and subject area test. This sample shows the number of students tested in each demographic and program category and the mathematics performance of all students. Performance is displayed as the percentages of students in each group (or category) that mastered each objective. Also shown is the average number of objectives mastered, the average number of test items correctly answered, and the percentages of students mastering the total mathematics test. Total test mastery is shown for exit level students only: Grades 9, 10, 11, and 12.

Figure 8A

TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL LIST OF EXIT LEVEL STUDENTS' RESULTS
* * * CONFIDENTIAL * * *

DISTRICT: 999-001 EXAMPLE ISD
CAMPUS: 001 KENNEDY H S

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09-EXIT LEVEL

- = SUBJECT NOT MASTERED
Y = MASTERY OF SUBJECT
NS = NOT SCORED (ANSWER DOCUMENT MARKED DO NOT SCORE)

STUDENT NAME			ID	BIRTHDATE	MASTERY MATHEMATICS	MASTERY READING	MASTERY WRITING
ADAMS	LAURA	D		04/19/69	-	Y	Y
BERNARD	MARK	L		10/27/68	-	NS	NS
COLEMAN	DAVID	C		09/11/69	-	-	-
EDWARDS	SANDIE	A		08/28/69	Y	Y	Y
GATES	ELLEN	S		12/28/68	Y	Y	Y
JONES	ALAN			08/16/69	-	-	Y
MARKS	KEITH	E		09/05/69	-	-	-
PEREZ	MARY	A		02/24/69	Y	-	Y
RODRIGUEZ	JUANITA	M		05/20/69	Y	Y	Y
.							
.							
.							
TOTAL STUDENTS TESTED:		120					

This is a sample copy of the List of Exit Level Students' Results. Separate listings (reports) are produced for each exit level grade tested. This sample report shows an alphabetical listing of students tested in the ninth grade. The ID column is blank but would be completed for districts using student identification numbers. Dates of birth are shown for all students. One of three indicators is entered for each subject area test. The indicators translate as follows: "-" indicates that the student took the test but failed to attain mastery; "Y" indicates that the student took the test and attained a mastery score; "NS" indicates that the student's answer document was coded "Do Not Score" for the subject area test(s) so marked. These reports are classified as confidential because individual student performance information is shown.

Figure 9

08448-001

TEXAS ASSESSMENT OF BASIC SKILLS

CONFIDENTIAL REPORT TO PARENTS

CAMPUS: 001-KENNEDY H S
DISTRICT: 999-001 EXAMPLE ISD
REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
ID NUMBER:
DATE OF BIRTH: 04/19/69

TO THE PARENTS OR GUARDIAN OF LAURA D. ADAMS,

WE ARE PLEASED TO SHARE WITH YOU THE RESULTS OF TESTS GIVEN TO NINTH GRADE STUDENTS IN FEBRUARY, 1983. THESE TESTS, PART OF THE TEXAS ASSESSMENT OF BASIC SKILLS PROGRAM, ARE DESIGNED TO HELP TEACHERS IDENTIFY STUDENTS' STRENGTHS AND WEAKNESSES IN MATHEMATICS, READING, AND WRITING. THIS LETTER PRESENTS THE RESULTS OF THE TEST(S) TAKEN BY LAURA.

YOU SHOULD CONTACT YOUR SCHOOL IF YOU DESIRE FURTHER EXPLANATION OF THESE RESULTS.

MATHEMATICS

LAURA HAS SHOWN SATISFACTORY PERFORMANCE ON THESE MATHEMATICS SKILLS:

- ADD/SUBTRACT WHOLE NUMBERS
- MULTIPLY/DIVIDE WHOLE NUMBERS
- USE DECIMALS: +, -, X, +
- FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE
- USE MEASUREMENT UNITS
- READ, INTERPRET CHARTS/GRAPHS

IMPROVEMENT IS NEEDED ON THESE MATHEM

- SOLVE PROBLEMS: +, -, X,
- USE FRACTIONS/MIXED NOS:
- SOLVE PERSONAL FINANCE PR
- USE RATIO/PROPORTION/PERC
- DETERMINE DISTANCE/LOCATIO

LAURA HAS NOT DEMONSTRATED MA
TOTAL MATHEMATICS TEST.

READING

LAURA HAS SHOWN SATISFACTORY PERFORMANCE ON THESE READING SKILLS:

- PERCEIVE CAUSE-EFFECT
- EVALUATE INFORMATION
- DISTINGUISH FACT, NON-FACT
- MAKE GENERALIZATIONS
- FOLLOW WRITTEN DIRECTIONS
- USE REFERENCE SKILLS

IMPROVEMENT IS NEEDED ON THESE READING SKILLS:

- IDENTIFY MAIN IDEA
- SEQUENCE EVENTS
- DRAW CONCLUSIONS
- USE PARTS OF BOOK
- USE MAPS, CHARTS

LAURA HAS DEMONSTRATED MASTERY OF THE TOTAL READING TEST.

WRITING

LAURA HAS SHOWN SATISFACTORY PERFORMANCE ON THESE WRITING SKILLS:

- SPELLING
- PUNCTUATI

RESPOND APPROPRIATELY
ING AND THE AUDIENCE

WRITING SKILLS:

ONSTRATED MASTERY OF THE
TOTAL WRITING TEST.

A sample copy of the Confidential Report to Parents is shown in this figure. The report is prepared for each student tested in all grades. It is a computer generated letter-type of communication that describes how each student performed on the TABS tests. It supplements the standard Confidential Student Report. It is intended to be self-explanatory; however, it would be appropriate for each district using this report to prepare a letter or informal note of transmittal to parents to include a telephone number and an office or individual to contact in the school for "further explanation of these results."

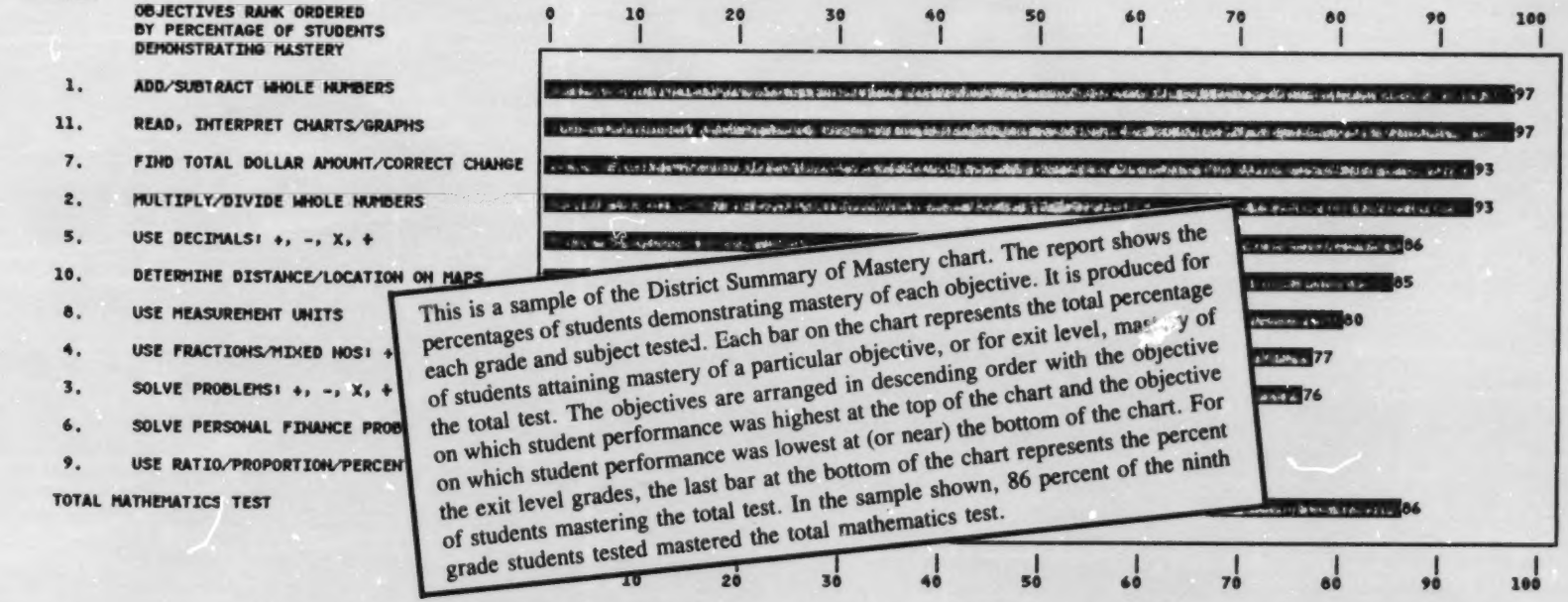
Figure 10

OPTIONAL DISTRICT SUMMARY OF MASTERY CHART

MATHEMATICS: GRADE 09-EXIT LEVEL
PERCENT OF STUDENTS MASTERING MATHEMATICS OBJECTIVES

DISTRICT: 999-001 EXAMPLE ISD
TOTAL STUDENTS TESTED: 120

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984



This is a sample of the District Summary of Mastery chart. The report shows the percentages of students demonstrating mastery of each objective. It is produced for each grade and subject tested. Each bar on the chart represents the total percentage of students attaining mastery of a particular objective, or for exit level, mastery of the total test. The objectives are arranged in descending order with the objective on which student performance was highest at the top of the chart and the objective on which student performance was lowest at (or near) the bottom of the chart. For the exit level grades, the last bar at the bottom of the chart represents the percent of students mastering the total test. In the sample shown, 86 percent of the ninth grade students tested mastered the total mathematics test.

Figure 11

TEXAS ASSESSMENT OF BASIC SKILLS

OPTIONAL SUBJECT AREA PERFORMANCE SUMMARY - ALL STUDENTS

MATHEMATICS

STUDENTS DEMONSTRATING MASTERY

DISTRICT: 999-001 EXAMPLE ISD

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 09 - EXIT LEVEL

CAMPUS	NO OF STUDENTS TESTED		1. ADD/SUBTRACT WHOLE NUMBERS	2. MULTIPLY/DIVIDE WHOLE NUMBERS	3. SOLVE PROBLEMS: +, -, X, + FRACTIONS/MIXED NOS	4. USE DECIMALS: +, -, X, +	5. SOLVE PERSONAL FINANCE PROBLEMS: +, -, X	6. FIND $ AMOUNT/CORRECT CHANGE	7. USE MEASUREMENT UNITS	8. USE RATIO/PROPORTION/PERCENT	9. DETERMINE DIST/LOCATION ON MAPS	10. READ, INTERPRET CHARTS/GRAPHS	11. STUDENTS MASTERING MATH TEST	X
001 KENNEDY H.S.	120	NUM	116	111	91	92	103	67	111	96	58	102	116	
		PCT	97	93	76	77	86	56	93	80	48	85	97	86
DISTRICT TOTALS	120	NUM	116	111	91	92	103	67	111	96	58	102	116	
		PCT	97	93	76	77	86	56	93	80	48	85	97	86

A sample copy of the Subject Area Performance Summary Report is shown in this figure. The report is produced for each subject and grade for all students tested in a district. It contains information about all campuses in a district showing the percentages of students demonstrating mastery of each objective and, for the exit level, the percent of students mastering the subject area test. The sample report shown in this figure is for all students taking the mathematics test in Grade 9. The total number of students tested, the numbers and percentages mastering each of the objectives, and the percent mastering the total test are displayed. Separate Subject Area Performance Summary reports are produced for limited English proficiency students and for non-limited English proficiency students.

08331-001

Figure 12

Reporting of TABS Results

Section 16.176 of the Texas Education Code is quoted in part as follows:

> . . . student performance data shall be aggregated by campus and district and made available to the public, with appropriate interpretations, at regularly scheduled meetings of the governing board of each school district. The information may not contain the names of individual students or teachers. The commissioner of education shall compile all of the data and report it to the legislature, lieutenant governor, and the governor no later than January 1 of each odd-numbered year.

Amendments to State Board of Eduction Rule 19 TAC Chapter 101, *Student Assessment of Basic Skills*, were adopted by the State Board of Education in September 1983. The amended rules strengthen security requirements for the tests and permit school districts to report test results before June 1 each year. Chapter 101.7 which sets forth rules for reporting TABS results states that:

(A) Student performance data aggregated by campus and district, with appropriate interpretations, shall be reported no later than the first regularly scheduled school district board of trustees meeting after June 1. 22

(B) School districts should notify students and parents of test results, observing confidentiality requirements in Texas Education Code Section 16.176(e).

(C) The Texas Assessment of Basic Skills results shall be included in each student's academic achievement record and shall be furnished each student transferring to another school district.

In addition, Chapter 101.4 requires that: "School districts shall notify in writing the parent of each student who fails to pass the exit level basic skills examination that the student will be required the following year to retake the examination and each year thereafter until mastery of such skills is demonstrated by the student."

Appendix

Written Composition-Generic Scoring Guide

At the direction of the State Board of Education, the standards for minimally acceptable written composition for the Texas Assessment of Basic Skills (TABS) tests for 1984 and 1985 have been raised. For a paper to receive a score of "2," the paper must demonstrate a higher level of quality than in previous years. Likewise, the criteria for score point "3" have been raised. This change applies to all grades tested. Papers must be better organized, demonstrate a better command of language and be more fully elaborated than in the past.

Following is a general description of the characteristics of each score point. These traits are common to expressive, informative and persuasive writing.

Score point 0: These papers are not scorable because they are blank or fail in other ways to respond to the assignment. They include:

- papers that do not respond to the required task
- papers in which the student has merely written a word or a brief phrase with no indication of an attempt to attend to the task
- responses that are incoherent
- papers that reply, "I don't know"
- papers that merely copy or paraphrase the assignment
- responses that are illegible
- papers that are written entirely in a language other than English
- blank papers

Score Point 1: These papers attempt to address the topic but merely include an unelaborated response to the topic. The following kinds of papers fall into the "1" category:

- papers that respond to the stimulus in a skeletal and brief way
- papers that attend very briefly to the task but do not remain on the topic
- responses that are poorly organized or contain gaps
- papers that do not respond with the type of writing cued in the stimulus
- responses which are inappropriate for the audience (if applicable) and advocate unlawful acts, contain obscene language, advocate lewdness, or are blatantly contrary to general school policy
- responses that exhibit a lack of control of written language, i.e., confused syntax, extensive misspellings, or confused thoughts, so that communication is impaired

Score Point 2: These papers respond minimally to the task using the purpose and mode of writing indicated in the stimulus. These papers are characterized by the following:

- papers that contain a somewhat elaborated response to the topic
- responses in which organization is apparent but gaps and/or repetitions occur
- responses characterized by limited control of written language, i.e., word choice may be limited, syntax may be awkard or simplistic, or errors in usage may occur
- responses in which an awareness of audience is evident (if applicable)

Score Point 3: These papers represent good attempts at responding to the assignment. The reader has no difficulty understanding what the writer was attempting to say. These papers are characterized by the following:

- papers that present a moderately well-elaborated response to the assignment

- responses in which an organizational strategy is apparent, although brief digressions may occur
- responses that exhibit a control of written language characterized by clarity of expression and effective word choice
- responses in which a clear sense of audience is apparent (if applicable)

Score Point 4: These papers are consistent, organized, and elaborated responses to the assignment. The few inconsistencies that may occur are overwhelmed by the excellent quality of the response. These papers are characterized by the following:

- papers that are specific and elaborated
- papers which contain a clear sense of order and completeness and are consistent in organizational strategy
- responses characterized by an absence of gaps, inconsistencies, digressions, or needless repetitions
- papers that employ sophisticated syntactic constructions, a varied word choice, and rich details
- papers characterized by an overall fluency in the expression of ideas
- papers in which a clear sense of audience is evident throughout the response (if applicable)

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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